



# PECAT

Physical Education Curriculum Analysis Tool



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Centers for Disease Control and Prevention



Centers for Disease Control  
and Prevention (CDC)  
Atlanta GA 30341-3724

**SUBJECT:** Physical Education Curriculum Analysis Tool

Dear Educator:

Enclosed is a complimentary copy of the *Physical Education Curriculum Analysis Tool* (PECAT). This tool can assist personnel in state and regional education agencies, school districts, and schools to assess how closely the written curricula (locally developed or commercially prepared) align with national standards, guidelines, and best practices for quality physical education programs. It also includes guidance on how to improve your curriculum based upon PECAT results. The PECAT was developed by the Centers for Disease Control and Prevention (CDC) in partnership with physical education experts representing state education agencies, school districts, schools, colleges/universities, and national organizations in the United States.

This is what educators are saying about the PECAT.

“This tool is definitely something our school will be using as we work to fully develop a written curriculum.”

“Do you think your school district’s curriculum meets national standards and best practices for quality physical education? You may change your mind after completing the PECAT!”

“It showed us that we are repeating ourselves rather than expanding students’ opportunities by applying all of the standards.”

“We thought our curriculum was in good order, but this instrument pointed out the weaknesses that we weren’t aware of. We now have direction for our summer revision.”

Please take this opportunity to review the PECAT. As you will see, it allows educators to analyze the strengths and weaknesses of written curricula in terms of content, student assessment, and sequence. It also provides information about curriculum-related resources.

The PECAT is available at no cost. Additional copies and a promotional brochure can be obtained by using any of the following options:

- Download from the web site of CDC/Division of Adolescent and School Health:  
[www.cdc.gov/HealthyYouth/PECAT](http://www.cdc.gov/HealthyYouth/PECAT)
- Request by e-mail: [CDC-INFO@cdc.gov](mailto:CDC-INFO@cdc.gov)
- Request by toll-free phone call: (800) CDC-INFO; for hearing impaired, call (888) 232-6348

Best wishes in your efforts to provide quality physical education!

Sincerely,

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Director

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National Center for Chronic Disease Prevention and Health Promotion

Centers for Disease Control and Prevention

U.S. Department of Health and Human Services



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***Suggested citation:*** Centers for Disease Control and Prevention. *Physical Education Curriculum Analysis Tool*. Atlanta, Georgia, 2006.

This document was prepared by the Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), Division of Adolescent and School Health (DASH), Research and Application Branch.

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## **Introduction**

Establishing and implementing high-quality physical education programs can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. *Healthy People 2010*, the health goals for the nation, includes two specific objectives calling for greater student participation in physical education (1).

The physical education curriculum shapes physical education instruction in schools. Creating or selecting the best physical education curriculum is a critical step in ensuring that physical education is effective in developing physically educated individuals, who will choose to participate in physical activity throughout their lifetime.

The *Physical Education Curriculum Analysis Tool (PECAT)* is designed to help school districts conduct a clear, complete, and consistent analysis of physical education curricula. PECAT results can help school districts enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. This, in turn, will improve the ability of schools to positively influence knowledge, motor skills, and physical activity behaviors among school age youth.

The PECAT is based on the national standards for physical education (see Appendix) and includes an overview of high-quality physical education, information about physical education curricula, tools to assess a curriculum, and resources for developing a curriculum improvement plan. The PECAT can assist in assessing how closely the written curricula align with national standards for high-quality physical education programs. Decisions can then be made about curricula. For example, the PECAT can be used to identify where revisions might be needed in a locally developed curriculum. For those without a curriculum, the PECAT provides a vision of what should be included in a high-quality, written physical education curriculum. Alternatively, the PECAT can be used to compare strengths and weaknesses of various published physical education curricula under consideration.

### ***Intended Users of the PECAT***

The PECAT is designed to be used by a team of individuals representing district or school building personnel, such as physical education coordinators, curriculum specialists, and curriculum committee members. PECAT committees might include a district physical education curriculum director; physical education administrators; physical education teachers from elementary, middle, and high schools; members of the school health council; health education teachers; school health nurses; public health and social service professionals; parents; students; and other administrators. Additionally, college/university physical education faculty may use the PECAT as a teaching tool in teacher education courses.

The PECAT can be used at the district level to analyze curricula for all grades from kindergarten through grade 12. At the school building level, users should complete grade levels that pertain to their school and involve a similarly diverse set of team members as identified above. It is also strongly recommended that, when assessing a school building level curriculum (e.g., only kindergarten to

grade 5), the feeder program's sequence, articulation, goals and objectives be considered when planning and enhancing the existing written curriculum.

### ***Organization of the PECAT***

The PECAT is divided into the following sections:

- **Curriculum Description**, which requests basic information about the curriculum;
- **Preliminary Curriculum Analyses (Accuracy, Acceptability, Feasibility, and Affordability Analyses)**, which feature questions to consider about the curriculum before analyzing content and student assessment components.
- **Content and Student Assessment Analyses**, which feature scoring systems for rating the curriculum on how well it addresses each of the six national standards for physical education. The content and student assessment analyses are divided into four subsections that correspond to the grade-level ranges used in the national standards for physical education: K – 2, 3 – 5, 6 – 8, and 9 – 12. Each subsection begins with a list of what students are expected to achieve by the end of the identified grade-level range related to each of the national standards. These student expectations, developed by the National Association for Sport and Physical Education (NASPE), build the framework of the curriculum analysis process, as they identify what physically educated students are expected to know and be able to do by the end of each grade-level range.

This is followed by a one page content analysis (how well the curriculum covers the components of what students should know and be able to do) of each of the six standards, a one-page student assessment analysis of each standard (how well the curriculum integrates standards based assessment protocols for the knowledge and skills expected from students), and a scorecard that summarizes the scores from both analyses. A template for both content and student assessment analyses is available at the end of each grade- level range to allow state or local school physical education standards that are in addition to or different from the national standards to be incorporated.

Each analysis contains several critical components taken directly from the national physical education standards. For example, standard 1 (i.e., demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities) features four components: fundamental movement skills, specialized movement skills, combination of movement skills, and application of skills. Examples of appropriate concepts and skills that students should master are provided for each component. Keep in mind that these are simply examples; additional examples can be found in the materials listed in the resources section (see Appendix 4) (e.g., *Assessment Series*, *Concepts and Principles of Physical Education: What Every Student Needs to Know*, *Designing the Physical Education Curriculum*).

### *Physical Education Curriculum Analysis Tool (PECAT)*

The content and student assessment analyses reflect the importance of a *sequential written curriculum*. The sequence identifies, defines, and describes the skills and activities that should be covered on a yearly basis. Of special importance is the sequence of instruction throughout students' educational experience (i.e., K - 12). All questions, across the grade levels, within the PECAT are based on the premise that students need to be taught increasingly advanced forms of physical activity skills and concepts as they progress through their educational experience. Therefore, each question for each standard is built on the previous grade level. For example, question 1 within content analysis for standard 1, grades K-2 asks how well a written curriculum includes specific lessons on fundamental movement skills. Question 1 within content analysis for standard 1, grades 3-5, asks whether the curriculum includes specific lessons on *mature* forms of fundamental movement skills. Additionally, each content analysis question for each grade level corresponds to a student assessment analysis question to assist users in identifying where weaknesses or gaps may appear between what is being taught (i.e., content analysis) and how the skills and concepts being taught are assessed (i.e., student assessment analysis).

The PECAT also includes the following:

- **The Overall PECAT Scorecard** which allows users to visually identify gaps, strengths, and weaknesses of the written curriculum
- **Multiple Curricula Comparison Scorecards** which allow users to compare scores of multiple curricula
- **A Curriculum Improvement Plan** section which will help users plan for how to improve upon gaps and weaknesses identified in the curriculum and maintain strengths
- **Appendices**, with an example of a completed scoring sheet, description of the six national standards for physical education, a glossary that defines many terms used in this document, and resources that can help you develop and implement a high-quality physical education program.

### ***Rationale for the PECAT***

Regular physical activity in childhood and adolescence improves strength and endurance; helps build healthy bones and muscles; helps control weight; reduces anxiety and stress; increases self-esteem, mood, and concentration; and may improve blood pressure and cholesterol levels (2, 3).

Physical education is an opportunity for students to gain necessary skills and knowledge for lifelong participation in physical activity (4); however, participation in daily physical education has declined from 1991 to 2003 (5). Schools can help improve the physical activity habits and health of young people by providing quality instruction, programs, and services that promote enjoyable, lifelong physical activity. A high quality physical education program is the cornerstone of a school's physical activity programming, and a well-written physical education curriculum is the foundation of a physical education program (6, 7).

A number of federal documents support the importance of providing high quality, daily physical education for all students. These documents include the following:

- *Healthy People 2010 (1);*
- *Physical Activity and Health: A Report of the Surgeon General (2);*
- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People (8);*
- *School Health Index: A Self-Assessment and Planning Guide (9, 10);*
- *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity (3);* and,
- *Promoting Better Health for Young People Through Physical Activity and Sports: A Report to the President from the Secretary of Health and Human Services and the Secretary of Education (11).*

Although these documents describe the important characteristics of high-quality physical education, they do not provide specific directions for developing, implementing, and evaluating a high-quality physical education program. Before the PECAT was developed, physical educators did not have a tool to assess the quality of written curricula. The PECAT meets this need.

### ***What is High Quality Physical Education?***

Appropriate actions must be taken in four main areas to ensure a high quality physical education program: (1) curriculum, (2) policies and environment, (3) instruction, and (4) student assessment (6).

Policy and environmental actions that support high quality physical education require the following:

- Adequate instructional time (at least 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students),
- All classes be taught by qualified physical education specialists,
- Reasonable class sizes, and
- Proper equipment and facilities.

Instructional strategies that support high-quality physical education emphasize the following:

- The need for inclusion of all students,
- Adaptations for students with disabilities,
- Opportunities to be physically active most of the class time,
- Well-designed lessons,
- Out-of-school assignments to support learning, and
- Not using physical activity as punishment.

Regular student assessment within a high-quality physical education program features the following:

- The appropriate use of physical activity and fitness assessment tools,
- Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of physical activity,
- Communication with students and parents about assessment results, and
- Clarity concerning the elements used for determining a grading or student proficiency system.

## ***Physical Education Curriculum***

A curriculum is a sequential system for delivering learning experiences to students. A physical education curriculum is the framework that provides guidance for teaching skills and providing physical activity instruction. A high quality physical education curriculum will be based on the national standards in the document *Moving Into the Future: National Standards for Physical Education* (6), which describes what a physically educated student should know and be able to do. It emphasizes meaningful content, which includes the following:

- Instruction in a variety of motor skills designed to enhance child and adolescent development,
- Fitness education and assessment that allows for understanding and improvement of physical well-being,
- Development of cognitive concepts related to motor skills and fitness,
- Opportunities to improve social and cooperative skills, and
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.

Appropriate sequencing of learning activities is critical to developing a high-quality physical education curriculum. Appropriate sequencing involves the following:

- Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate,
- Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills, and
- Plans to appropriately monitor, reinforce, and plan for student learning.

## ***Physical Education in the Context of a Coordinated School Health Program***

The effectiveness of school physical education is enhanced when it is implemented as an integral part of the Coordinated School Health Program (CSHP) and when physical education outcomes are reinforced by other components of a school health program. A CSHP includes eight integrated components: (1) physical education; (2) health education; (3) nutrition services; (4) health services; (5) healthy school environment; (6) counseling, psychological, and social services; (7) health promotion for staff; and (8) family and community involvement. All components play a vital role in supporting the health of students, staff, and the community. The impact of the overall school health program depends on the quality of each component as well as the quality of the coordination of the program. The PECAT can help strengthen the quality of the physical education component.



## References

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11. CDC. *Promoting Better Health for Young People Through Physical Activity and Sport: A Report to the President from the Secretary of Health and Human Services*. Atlanta, GA: CDC, 2000.

## **Instructions**

There are five steps to completing the PECAT.

### ***Step 1: Select a PECAT coordinator, form a PECAT committee, and identify roles and responsibilities of each member.***

- ✓ The PECAT coordinator will lead the PECAT committee through the curriculum analysis. This individual should have several years of experience in physical education as well as in curriculum development and improvement.
- ✓ An existing curriculum review committee, or some of its members, may be the most appropriate individuals to make up the PECAT committee. The committee might include the physical education coordinator, state or district curriculum specialists, physical education teachers from elementary and secondary schools, college/university professors, parents, students, public health practitioners, health education teachers, and school administrators. In addition to using any existing review committees, determine whether a school health council (SHC) exists at the district or school building level. Individuals from the SHC are ideal partners for the curriculum review process. Consider whether one or two members from the SHC should serve on the committee and how the committee will work with the entire SHC.

### ***Step 2: Review curriculum materials, the PECAT, and any additional state or local standards.***

- ✓ Once a coordinator and committee are selected, each member should receive a copy of the curriculum being reviewed as well as a copy of the PECAT. This allows members to understand the framework of the curriculum as well as its contents. Each committee member should review the introduction, instructions for completing each analysis, national standards for physical education, local or state standards if different or in addition to the national standards, and the glossary section of the PECAT.
- ✓ The PECAT committee should begin by completing the curriculum description form together. This form is located on page 13.
- ✓ Finally, decide who will be responsible for completing the preliminary, content, and student assessment analyses for each grade-level range. You might have the entire PECAT committee work together on all grade-level ranges or you might form subcommittees with each completing one grade-level.

### ***Step 3: Complete the accuracy, acceptability, feasibility, and affordability analyses.***

- ✓ These four preliminary analyses allow you to determine the accuracy of the curriculum, how well the curriculum is aligned with community norms, and how feasible and affordable it will be for the school district and physical education teachers to implement the curriculum. For each of these analyses, consider the questions carefully, consult with knowledgeable individuals, complete the scoring charts, and place the score in the score box on the last page of each analysis.

### Physical Education Curriculum Analysis Tool (PECAT)

- ✓ For a locally developed curriculum, complete each of these analyses to determine any initial considerations that should be addressed before proceeding to the content and student assessment analyses. For example, the affordability analysis may enable the PECAT committee to identify costs that previously were undocumented. These considerations will be important when the curriculum improvement plan is established.
- ✓ For commercially developed curricula, it is strongly recommended that if a curriculum has low scores on any of these preliminary analyses, you should not proceed with the content and student assessment analyses. A commercially developed curriculum that is not rated as accurate, acceptable, feasible, or affordable is not an appropriate choice.

#### **Step 4: Complete the content and student assessment analyses.**

- ✓ The content and student assessment analyses feature five questions related to each of the six national physical education standards and their main components. Refer to the written curriculum and determine the degree to which the curriculum addresses each question.
  - **Key point:** The examples provided in the PECAT for content and student assessment analyses items are just that—examples. They are not intended to be the *only* items that should be considered when determining the extent to which the curriculum addresses a specific component of a standard. When answering questions, be sure to consider additional relevant examples.
- ✓ Following are the scoring criteria and steps for calculating scores for the content and student assessment analyses.

#### Scoring criteria for the content analysis

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question.

**1 = Partially:** The curriculum partially addresses the question.

**0 = No:** The curriculum does not address the question.

#### Scoring criteria for the student assessment analysis

**2 = Fully:** The curriculum includes one or more specific protocols for student assessment **and** multiple levels of student competency.

**1 = Partially:** The curriculum includes one or more protocols for student assessment **but not** multiple levels of student competency.

**0 = No:** The curriculum does not include any protocol for assessing student performance in this component.

#### Calculating scores for the content and student assessment analyses

To determine the total number of points, first add all of the "2" responses together.

For example, if the curriculum received three "2" responses on the content analysis for standard 1, grades K-2, the total for that column would be 6. Next, add all of the "1" responses together. If the curriculum received two "1" responses, the total for that column would be 2. Finally, add these two sums together and place the number in the large box in the lower right corner of the scoring sheets. The total score for this example would be 8. See the Appendix for an example of a completed scoring sheet.

**Physical Education Curriculum Analysis Tool (PECAT)**

- ✓ For any additional state or local standards that differ from the national standards, a template follows each grade-level range for both content and student assessment. Complete as many templates as needed by (1) writing out the entire standard, (2) identifying four main components that are essential for students to know and be able to do to achieve the standard, and (3) following the scoring system described above.
- ✓ When the content and student assessment analyses for each grade level are completed, transfer the scores for each standard to the scorecard located at the end of the section for that grade level. For example, once all of the content analyses for all six standards are completed for grades K-2, the scores from each sheet should be transferred to the scorecard for grades K-2. Then, all the scores on the scorecards for each grade level should be transferred to the overall PECAT scorecard.

**Step 5: Create a plan for improvement.**

- ✓ For each standard, identify the answers that received 2 points and note those as strengths; next, highlight the answers that received 1 or 0 points and note those as potential weaknesses or gaps that need to be addressed in the curriculum improvement planning process.
- ✓ Then, review the scores for each standard on the scorecards for each grade level analyzed. Highlight any discrepancies that exist across the two areas analyzed (e.g., considerably higher scores for content than for student assessment). This process can help determine where improvement is most needed (e.g., within content only, within student assessment only, in particular standards, on individual components, on specific grade-level ranges).
- ✓ For *multiple curricula*, transfer all content and student assessment analyses scores to the corresponding multiple curriculum scorecard located immediately after the individual PECAT overall scorecard. This will help you identify strengths and weaknesses of each curriculum and enable you to select the one that has strong scores and that will meet your local needs.
- ✓ For those users reviewing a locally developed curriculum, the curriculum improvement plan, beginning on page 183, will guide the PECAT committee through the action steps needed to create a plan for improvement. The curriculum improvement plan should not be used if you are reviewing commercially developed curricula.
- ✓ Continue to organize meetings, at least quarterly, to discuss progress made on the improvement plan.
- ✓ Regularly schedule times for the PECAT committee, or the PECAT coordinator, to meet with appropriate school district administrators and school board members to share progress reports and heighten awareness of the curriculum needs for physical education.

# **Preliminary Curriculum Considerations**

## Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

### Curriculum Description Items

1. Name of Curriculum: \_\_\_\_\_

2. Year developed or published: \_\_\_\_\_ If applicable, year revised: \_\_\_\_\_

3. Publisher/Developer/Distributor Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

4. What are the overall goals or focus of the curriculum?

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5. What grade levels does the curriculum address? (check all that apply)

- ☐ Kindergarten
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

6. How many lessons/sessions are in the curriculum? \_\_\_\_\_

**7. Is use of this particular curriculum required by the school board or school superintendent's office?**

- ☐ Yes
- ☐ No
- ☐ N/A

**8. Has the curriculum ever been reviewed by another committee?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, which committee

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If yes, what type of results were found as a result of the review

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**9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?**

- ☐ None
- ☐ General guidance for teachers
- ☐ Specific examples: sample letters, sample text for teacher or school newsletter
- ☐ Other (describe)



- 10. List the materials, tools, technology, and resources included in the curriculum (e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or transparencies).**

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## Accuracy Analysis

**Directions:** *The accuracy analysis should be completed by persons from the PECAT committee capable of assessing the accuracy of the health and scientific information in the written physical education curriculum. The following questions are starting points for consideration:*

- Are physical activities and skill activities within the written curriculum represented accurately (e.g., are flexibility exercises represented with accurate technique, form, and safety considerations) in pictures, graphs, and written text?
- Are the sources (e.g., research materials, references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g., National Association for Sport and Physical Education publications)?
- Are data, information, and sources of information up to date and accurately interpreted?
- Does the curriculum use accurate and appropriate terminology (e.g., “physical education class” versus “gym class”)?
- Are information, examples, scenarios, etc., relevant to the students’ lives?

**\*\* Add your own accuracy questions as appropriate, based on the PECAT committee’s decision making.\*\***

*Determining the accuracy analysis score:*

1. If information is found that is NOT scientifically sound, accurate, and current, complete items A-E, on the accuracy analysis chart located on the following page(s). Then, proceed to the acceptability analysis.
  - A. In column A, list the page(s) in the curriculum where inaccurate, not current, or unsound information appears.
  - B. In column B, briefly describe the inaccuracies.
  - C. In column C, indicate how difficult or easy it will be to correct the inaccuracies. (For example, inaccurate information in a teacher’s guide might be easy to replace with a district-developed teacher supplement. However, inaccurate information in a printed student text might be more difficult to correct because it requires revising and republishing by the developer.)
  - D. In column D, briefly describe what needs to be done to correct the inaccuracies.
  - E. In column E, indicate if the corrections will require substantial cost in time or money.
2. If all information appears sound, accurate, and current, write in a score of “4” in the accuracy analysis score box (page 19) and proceed to the acceptability analysis (pg. 21).

**Accuracy Analysis Chart: Insert information as specified on the previous page, items A – E (if none, go to next page)**

<b>A</b> Page location in curriculum	<b>B</b> Brief description of inaccurate, unsound, or not current information	<b>C</b> Difficulty level of correcting inaccuracies	<b>D</b> Brief description of what needs to be done to correct the inaccuracies	<b>E</b> Is correction costly in terms of money or time
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Curriculum: \_\_\_\_\_

*Name of Reviewer(s)*

*Credentials  
(degree, certification)*

*Relationship with school district or building*

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**Accuracy analysis score: Using the information from the accuracy analysis chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably corrected. (Write the score in accuracy analysis score box below.)**

**4** = No corrections are necessary.

**3** = Only a few minor inaccuracies are evident, and all are easy to correct.

**2** = Many minor inaccuracies are evident, but all errors are easy to correct.

**1** = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.

**0** = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

**Accuracy Analysis Score**

## **Acceptability Analysis**

**Directions:** *The acceptability analysis should be completed by people from the PECAT committee who are knowledgeable about the school expectations for physical education material; state and local school district policies, requirements, frameworks, and standards that guide physical education; and the physical education needs of students. Review the curriculum to determine whether there is anything in the curriculum (e.g., text, pictures, activities) that might:*

- Be incompatible with school norms, student needs, or perspectives of families and the community;
- Promote biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, or sexual orientation; or
- Be inconsistent with state statutes, state or district policy, requirements, or standards.

*Some questions to consider when analyzing acceptability include the following:*

- Does the curriculum address the physical education and physical activity needs of all students in the school, including those with disabilities and those who are not athletically gifted?
- Does the curriculum reflect the perspectives, diversity, and needs among students, families, and the community?
- Does the curriculum address issues required by special statute or policy including the requirements identified in the physical education framework or course of study?
- Is there curriculum information or material that violates physical education requirements or mandates?
- Is there anything in the curriculum sponsorship, information, or materials that reflects an inappropriate marketing message or improper attempt to influence teachers and students (e.g., marketing a particular brand or product, advocating interest that might conflict with the school's mission, advocating an interest that conflicts with the physical education outcomes and objectives)?

*Determining the acceptability analysis score*

1. If there is unacceptable content, complete items A-E on the acceptability analysis chart located on page 23, following the directions below. Then, proceed to the feasibility analysis.
  - A. In column A, list the page(s) in the curriculum where unacceptable information or depictions appear.
  - B. In column B, briefly describe the piece of information or depiction that is biased or that is incompatible or inconsistent with policy, frameworks, or standards.
  - C. In column C, indicate the degree to which the information or depiction is biased or is incompatible or inconsistent with policies, frameworks, or standards.
  - D. In column D, briefly describe what needs to be done to correct the problem.
  - E. In column E, indicate how difficult or easy it will be to correct the incompatible, biased, or inconsistent information/depiction or to eliminate the information/depiction from the curriculum without affecting the curriculum's quality. (For example, an unacceptable teaching strategy described in a teacher's guide might be easy to replace or augment with a district-developed teacher supplemental lesson. However, racially biased information in a printed student text might be more difficult to correct, because it requires revising and republishing by the developer.)
2. If all curriculum information and material appears acceptable, write in a score of "4" in the acceptability analysis score (pg. 24) and proceed to the feasibility analysis (pg. 25).

**Acceptability Analysis Chart: Insert information as specified on the previous page, items A-E (if none, go to next page)**

<b>A</b> Page location in curriculum	<b>B</b> Brief description of biased, stereotypical, incompatible, or unacceptable information or depiction	<b>C</b> Degree to which information is unacceptable	<b>D</b> Brief description of what needs to be done to correct unacceptable information	<b>E</b> Degree of difficulty to correct or eliminate this information and retain curriculum quality
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy



Name of Curriculum: \_\_\_\_\_

*Name of Reviewer(s)*

*Credentials  
(degree, certification)*

*Relationship with school district or building*

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**Acceptability analysis score: Using the information from the acceptability analysis chart, score the curriculum based on its overall acceptability and the extent to which the correction of any errors can be reasonably completed.**

**4** = No corrections are necessary.

**3** = Only a few minor inaccuracies are evident, and all are easy to correct.

**2** = Many minor inaccuracies are evident, but all errors are easy to correct.

**1** = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.

**0** = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

**Acceptability Analysis Score**

## Feasibility Analysis

*The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.*

- 1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.**

☐ Yes    ☐ No

Notes:

- 2. The curriculum can be implemented within the available instructional time.**

☐ Yes    ☐ No, but time can be adjusted    ☐ No, it is too lengthy    ☐ No, it is too short

Notes:

**3. The curriculum can be implemented with the existing physical education facilities and equipment.**

☐ Yes   ☐ No, but this can be addressed   ☐ No, it is not feasible

Notes:

**Feasibility Analysis Score: Based on the information above, score the curriculum based on how feasible it appears to implement successfully.**

**4** = Feasible  
**3** = Probably feasible  
**2** = Possibly feasible  
**1** = Probably *un*feasible  
**0** = *Un*feasible

**Feasibility Analysis Score**

## Affordability Analysis

*The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs; costs in changing school operating procedures; and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.*

### 1. What is the initial cost of curriculum materials?

Items	Unit Cost	Number of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
<b>Total Initial Curriculum Costs</b>	\$		\$

Notes and comments:

**2. What is the cost of sustaining the curriculum materials annually?**

<b>Items</b>	<b>Unit Cost</b>	<b>Number of Units Needed</b>	<b>Total Annual Cost (Unit cost times number of units needed)</b>
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
<b>Total Sustaining Curriculum Costs</b>	\$		\$

Notes and comments:

**3. What are the additional financial costs related to curriculum implementation?**

Additional staff	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Professional development costs/ training fees	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Paying substitutes to cover classes	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Other	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Other	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
<b>Total Additional Costs</b>	\$	

Notes and comments:

**4. What funds are available for curriculum purchase and implementation?**

SOURCE

AMOUNT

_____	\$ _____
_____	\$ _____
_____	\$ _____

Notes and comments:

**5. Funding Summary:**

Item	Initial Cost	Annual Cost
<b>Costs of materials</b> (note: <i>total initial</i> cost is found on page 27; <i>total annual</i> cost is found on page 28)	\$	\$
<b>Additional costs for implementation</b> (note: to find <i>initial</i> implementation costs, add all “initial costs” from question 3 on page 29; next, add all “annual costs” identified from question 3, page 29)	\$	\$
<b>Funds available for purchase and implementation</b> (add total amount available from question 4 on page 29)	\$	\$

Notes and comments:

- 6. Identify needed changes in staffing, facilities, professional development, and class schedule so that lessons and student assessment protocols in the curriculum can be implemented as written. Briefly note any changes that require a cost in dollars, time, or effort.**

Notes and comments:



7. Consider any costs that would be involved in revising the curriculum to ensure that the content is accurate and acceptable (see notes on the accuracy analysis chart, page 18, and acceptability analysis chart, pg. 23).

Notes and comments:

8. Based on the information above, score how affordable the curriculum appears to be. (Write score in box below.)

4 = Definitely affordable  
3 = Probably affordable  
2 = Possibly affordable  
1 = Probably *not* affordable  
0 = Definitely *not* affordable

Affordability Analysis Score

# **Content and Student Assessment Analyses**

**Grades K-2**

## **Student Expectations at the End of Grade 2**

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

*By the end of grade 2, students should:*

- Achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations.
- Demonstrate smooth transitions between sequential locomotor skills.
- Show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw).
- Demonstrate control in traveling (walking, running, skipping), weight-bearing, and balancing activities on a variety of body parts.

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

*By the end of grade 2, students should:*

- Mature in their basic movement abilities.
- Apply concepts such as body parts, actions and planes, and personal/general space.
- Identify and use concepts of the body, space, effort, and relationships that vary the quality of movement.
- Identify elements of correct form for fundamental skills and use them in performance.
- Use feedback to improve motor performance.

**Standard 3: The learner participates regularly in physical activity.**

*By the end of grade 2, students should:*

- Participate in physical activities largely for the enjoyment they gain from them.
- Engage primarily in nonstructured physical activities on an intermittent basis outside physical education class and have fun while doing so.
- Participate in a wide variety of gross motor activities that involve locomotion, nonlocomotion, and manipulation of objects.
- Select and participate in moderate-to-vigorous activities during their leisure time.
- Recognize that participation in moderate-to-vigorous physical activity has temporary and lasting effects on the body and choose to engage in activities that contribute to improved health.

- Begin to use the skills and knowledge acquired in physical education class during their leisure-time physical activity.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 2, students should:***

- Engage in a variety of activities that serve to promote health-related physical fitness.
- Enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness.
- Participate in physical activity intermittently for short periods of time and accumulate a relatively high volume of total activity while having fun doing so.
- Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing).
- Possess basic knowledge of the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 2, students should:***

- Discover the joy of playing with friends and how social interaction can make activities more fun.
- Know safe practices, physical education class rules, and procedures and be able to apply them with little or no reinforcement.
- Know how to use acceptable behaviors for physical activity settings and be able to build a foundation for successful interpersonal communication during group activity.
- Have improved motor skills that provide a basis and appreciation for working with others in cooperative movement, sharing, and working together to solve a problem and/or tackle a challenge.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

***By the end of grade 2, students should:***

- Be physically active because of the enjoyment accomplished by merely participating.
- Like the challenge of experiencing new movements and learning new skills.
- Feel joy in movement as they gain competence.
- Begin to function as a member of a group and to work cooperatively for brief periods of time.

## Content Analysis for Standard 1

### Grades K-2

The content analysis for standard 1, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<i>Does the curriculum include</i>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) for each skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific introductory lessons on motor skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the combination of movement and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing the ball back and forth with partners) for each skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 1 (Grades K-2)

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

$$\square + \square + \square = \square$$

**SCORE**

#### \* Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades K-2

The content analysis for standard 2, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on critical features of motor skills, such as teaching students about personal space, body awareness, and the distinction between locomotor movements (e.g., run, walk, skip, hop, gallop)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on movement concepts, including the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, and direction of movement)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the mechanics of movement, such as balance, the role of muscles in body movements, force absorption, and basic throwing mechanics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on motor learning and motor development concepts (e.g., striking with equipment has many similarities to striking with your hand; control of movement increases with practice; learning a variety of skills allows for more choices)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 2 (Grades K-2)

(Add the total number to determine the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
SCORE

#### \* Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades K-2

The content analysis for standard 3, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### ***Standard 3: Participates regularly in physical activity***

<b><i>Does the curriculum include</i></b>	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Specific lessons that teach students the difference between moderate and vigorous physical activity and encourage students to participate in moderate-to-vigorous physical activity during leisure time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of allowing students to be able to choose specific forms of physical activity and/or modify activities they participate in during time outside of physical education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to understand the temporary and lasting health-related benefits (e.g., healthy heart, good feelings, strong muscles) of physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on a variety of activities that allow students to participate in activities that involve locomotion, nonlocomotion, and manipulation of objects (e.g., tossing balls, juggling)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 3 (Grades K-2)**  
(Add the total numbers to determine the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.



## Content Analysis for Standard 4

### Grades K-2

The content analysis for standard 4, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons about the body’s response to physical activity (e.g., increased heart rate, faster breathing, and sweating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons about developing basic knowledge of the components of health-related fitness (e.g., cardiorespiratory, muscular endurance, muscular strength, flexibility, and body composition)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to participate in vigorous, intermittent physical activity for short periods of time during physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons about the concept of personal choices in physical activity and how those physical activity choices contribute to physical fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 4 (Grades K-2)**

(Add the total numbers for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades K-2

The content analysis for standard 5, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<b><i>Does the curriculum include</i></b>	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Specific lessons that address cooperation, teamwork, and personal responsibility (e.g., sharing space and equipment with classmates, working with others to complete a task, learning by doing, practicing specific skills to improve self-confidence, and resolving conflict through positive mechanisms)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of establishing rules, etiquette, and procedures for physical education class as well as for games and activities taught during class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the importance of safety issues within physical education class as well as for physical activities outside of class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 5 (Grades K-2)**

(Add the total numbers for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades K-2

The content analysis for standard 6, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that teach students the benefits of accepting new challenges in physical activity (e.g., attempting a new movement or skill)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that allow students to express their feelings toward physical activity, identify the physical activities they enjoy and interactions they enjoy with others through physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that address the role of physical activity throughout history (e.g., the role physical activity and games played in different cultures)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 6 (Grades K-2)

(Add the total numbers for the total score and place score on scorecard, page 65.)

$$\square + \square + \square = \square$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades K-2

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score

(Add the total numbers for the total score and place score on scorecard, page 65.)

$$\square + \square + \square = \square$$

SCORE

#### \* Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades K-2

The student assessment analysis for standard 1, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 1 (Grades K-2)**

(Add the numbers across for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades K-2

The student assessment analysis for standard 2, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing critical features of movement forms such as assessing students’ ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Student Assessment Score for Standard 2 (Grades K-2)

(Add the numbers across for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades K-2

The student assessment analysis for standard 3, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

#### ***Standard 3: Participates regularly in physical activity***

<b><i>Does the curriculum include</i></b>	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify and explain their favorite activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to participate in activities that involve manipulating objects, such as ball tossing and juggling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Student Assessment Score for Standard 3 (Grades K-2)**

(Add the numbers across for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades K-2

The student assessment analysis for standard 4, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

#### **Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing student knowledge about the body’s response to physical activity, such as asking students to identify physical reactions to activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ basic knowledge about the components of health-related fitness, such as asking students to identify which activities done during physical education class affect flexibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ participation in vigorous, intermittent physical activities during physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ personal choice in physical activity (e.g., asking students to identify their favorite physical activities outside of physical education) and how choice contributes to physical fitness (e.g., asking students to identify which activities contribute to muscular strength)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Student Assessment Score for Standard 4 (Grades K-2)**

(Add the numbers across for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.



## Student Assessment Analysis for Standard 5

### Grades K-2

The student assessment analysis for standard 5, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ ability to practice cooperation, teamwork, personal responsibility, and conflict resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ identification of and adherence to rules, etiquette, and procedures for physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify major safety issues related to certain sports and games they participate in after school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing personal and social respect regarding individual differences within and outside of physical education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 5 (Grades K-2)** ☐ + ☐ + ☐ =

(Add the numbers across for the total score and place score on scorecard, page 65.) **SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades K-2

The student assessment analysis for standard 6, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ ability to identify the importance of self expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 6 (Grades K-2)**

(Add the numbers across for the total score and place score on scorecard, page 65.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades K-2

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

<i>Does the curriculum include</i>	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Student Assessment Analysis Score

(Add the total numbers across for the total score and place score on scorecard, page 65.)

+  +  =   
SCORE

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## **SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES**

### **Grades K-2**

To complete the scorecard for content and student assessment analyses (grades K-2), transfer the individual scores for each standard from the preceding pages.

<b><i>NATIONAL STANDARD</i></b>	<b><i>CONTENT ANALYSIS SCORE</i></b>	<b><i>STUDENT ASSESSMENT ANALYSIS SCORE</i></b>
<b><i>1</i></b>		
<b><i>2</i></b>		
<b><i>3</i></b>		
<b><i>4</i></b>		
<b><i>5</i></b>		
<b><i>6</i></b>		
<b><i>ADDITIONAL STANDARDS</i></b>		

*Note:* Add each of these scores to the overall PECAT scorecard on page 173.

**Grades 3-5**

## **Student Expectations at the End of Grade 5**

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

*By the end of grade 5, students should:*

- Develop maturity and versatility in the use of fundamental skills for more enjoyable movement experiences.
- Achieve mature forms in the basic nonlocomotor and manipulative skills.
- Demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets).
- Use fundamental, nonlocomotor, locomotor, and manipulative skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other.
- Use specialized skills basic to a movement form (e.g., basketball chest pass, softball fielding with a glove).

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

*By the end of grade 5, students should:*

- Comprehend more complex concepts and principles and apply them in structured settings.
- Use performance feedback to increase their cognitive understanding of a skill as well as to improve performance.
- Use knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others.
- Participate in complex motor skills, transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

**Standard 3: The learner participates regularly in physical activity.**

*By the end of grade 5, students should:*

- Develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they produce.
- Voluntarily participate in moderate-to-vigorous physical activity for longer periods of time outside of physical education class.
- Be able to identify and make use of opportunities at school and within the community for regular participation in physical activity.

- Begin to recognize and use critical elements and movement concepts to sustain their participation in activities they enjoy.
- Be capable of using information from a variety of sources (internal and external) to regulate their participation in an activity.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 5, students should:***

- Regularly participate in physical activity for the purpose of improving physical fitness.
- Participate in moderate-to-vigorous physical activity for longer periods of time without tiring.
- Begin to engage in physical activities specifically related to each component of physical fitness and be capable of monitoring the physiological indicators that accompany moderate-to-vigorous physical activity and adjusting personal activity accordingly.
- Complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations.
- With teacher assistance, interpret the results and understand the significance of information provided by formal measures of physical fitness.

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 5, students should:***

- Be active participants in class and learn to work independently and with small groups enjoying the diversity of others.
- Identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette.
- Continue to develop cooperation and communication skills to enable completion of a common goal while working with a partner and/or small groups.
- Work independently and productively for short, as well as progressively longer, periods of time during and outside of physical education classes.
- Continue to develop cultural/ethnic self-awareness, appreciate their heritage, and appreciate the differences in others.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

***By the end of grade 5, students should:***

- Identify activities they consider to be fun.
- Relate enjoyment directly to competence in a particular activity.
- Be challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills.
- Attribute success and improvement to effort and practice.
- Choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.



## Content Analysis for Standard 1

### Grades 3-5

The content analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

***Does the curriculum include***

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping a rope?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At least one initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 1 (Grades 3-5)**

(Add the numbers across for the total score and place this score on scorecard, page 101.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades 3-5

The content analysis for standard 2, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons about critical features of movement forms, such as teaching students about the critical features of dribbling, kicking, catching, throwing, and striking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on basic game concepts, such as invasion and net activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the mechanics of movement, such as how to safely lift an object and the influences of speed and force?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on motor learning and motor development concepts (e.g., visual focus is an important component of skill, appropriate practice improves performance of skills, basic skills help with specialized skills)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 2 (Grades 3-5)

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
SCORE

#### \* Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades 3-5

The content analysis for standard 3, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### **Standard 3: Participates regularly in physical activity**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate-to-vigorous physical activities outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of allowing students to be able to choose specific forms and intensities of physical activity and/or modify an activity that is taught during physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that teach students the health-related benefits (e.g., healthy heart) and mental health benefits (e.g., stress reduction) of physical activity during physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 3 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4

### Grades 3-5

The content analysis for standard 4, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons on self assessment of physical fitness (e.g., a teaching activity using a criterion-referenced standard fitness test such as Fitnessgram for self-assessment of fitness)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on the definition of the components of fitness and appropriate use of tools for assessing each fitness component (e.g., flexibility, body composition, muscular strength, muscular endurance, and cardio-respiratory)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to participate in moderate to vigorous physical activity for longer periods of time without tiring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 4 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades 3-5

The content analysis for standard 5, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of and purposes for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 5 (Grades 3-5)

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades 3-5

The content analysis for standard 6, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons about the role of physical activity in dance and artistic movement throughout history and in different cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons for activities that allow students to determine the relationship between success and enjoyment in physical activity and the types of activities that bring personal satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the role of artistic concepts in physical activity, such as how the rhythm of a movement along with meter and tempo affects its outcome; combinations of locomotor movements in space and time create a movement pattern; and varying the distance between objects creates different aesthetic relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 6 (Grades K-2)

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 3-5

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score

(Add the numbers across for the total score and place score on scorecard, page 101.)

$$\square + \square + \square = \square$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades 3-5

The student assessment analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing mature forms of movement skills, including locomotor, nonlocomotor, and manipulative (e.g., changing movement from running to skipping, striking an object) skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for determining competency in a few specialized movement skills such as basketball chest pass, soccer dribbling, and jumping rope?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balancing, weight transfer, and rolling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the skill to adapt movement skills to changing conditions, such as tossing a ball to a moving partner or performing dance sequences to music)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 1 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.



## Student Assessment Analysis for Standard 2

### Grades 3-5

The student assessment analysis for standard 2, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, catching, throwing, and striking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing movement concepts, such as chasing, fleeing, and dodging skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Student Assessment Score for Standard 2 (Grades 3-5)

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades 3-5

The student assessment analysis for standard 3, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

#### ***Standard 3: Participates regularly in physical activity***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ knowledge about different types of physical activities and the difference between moderate and vigorous activities they participate in during and outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing student knowledge about the health benefits of physical activity, such as asking students to identify and explain the physiological (e.g., healthy heart) and mental health (e.g., good feelings) benefits of activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Student Assessment Score for Standard 3 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades 3-5

The student assessment analysis for standard 4, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ knowledge about the components of fitness, the tools for assessing personal fitness levels, and identification of physical activities that can assist in developing the components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ knowledge about the FITT Principles related to improving health-related fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ ability to conduct self-assessment and initiate self-improvement for physical activity and fitness, such as having students complete a fitness test (e.g., Fitnessgram), identify strengths and weaknesses, and discuss ways to improve their fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activities during or outside of physical education class and briefly explain how they contribute to fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Student Assessment Score for Standard 4 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5

### Grades 3-5

The student assessment analysis for standard 5, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ ability to cooperate, work as a member of a team, demonstrate personal responsibility, and participate positively in conflict resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ knowledge about specific rules, etiquette, and procedures for physical education class, such as asking students to explain rules for a variety of activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students’ knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify the basic safety issues involved with certain games and sports they participate in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students’ personal and social respect regarding individual differences within physical education, such as observing students’ social behavior during class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Student Assessment Score for Standard 5 (Grades 3-5)

(Add the numbers across for the total score and place score on scorecard, page 101.)

$$\square + \square + \square = \square$$

SCORE

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades 3-5

The student assessment analysis for standard 6, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols that ask students to identify and explain the importance of self expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to identify new challenges in physical activity, such as asking students to create a new game or sport?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 6 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades 3-5

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

Fully 2 Partially 1 No\* 0

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1. _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Student Assessment Analysis Score

(Add the numbers across for the total score and place score on scorecard, page 101.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **No:** Does not include any protocol for assessing student performance.

## **SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES**

### **Grades 3-5**

To complete the scorecard for content and student assessment analyses (grades 3-5), transfer the individual scores for each standard from the preceding pages.

<b><i>NATIONAL STANDARD</i></b>	<b><i>CONTENT ANALYSIS SCORE</i></b>	<b><i>STUDENT ASSESSMENT ANALYSIS SCORE</i></b>
<b><i>1</i></b>		
<b><i>2</i></b>		
<b><i>3</i></b>		
<b><i>4</i></b>		
<b><i>5</i></b>		
<b><i>6</i></b>		
<b><i>ADDITIONAL STANDARDS</i></b>		

*Note:* Add each of these scores to the overall PECAT scorecard on page 173.

**Grades 6-8**



## **Student Expectations at the End of Grade 8**

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

***By the end of grade 8, students should:***

- Participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities.
- Perform the basic skills of the more specialized sports, dance, and gymnastics activities with mature form.
- Use skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.
- Demonstrate use of tactics within sport activities.

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

***By the end of grade 8, students should:***

- Exhibit an increasingly complex discipline-specific knowledge.
- Identify principles of practice and conditioning that enhance movement performance.
- Have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills, and characteristics representing highly skilled performance.
- Know when, why, and how to use strategies and tactics within game play.
- Use information from a variety of sources, both internal and external, to guide and improve performance.

**Standard 3: The learner participates regularly in physical activity.**

***By the end of grade 8, students should:***

- Be able to set physical activity goals independently and participate in individualized programs based on personal goals and interests, as well as the results of fitness assessments.
- Select and utilize physical activities that are appropriate for the activity goals they set.
- Have an increasing awareness of the opportunities for participation in a broad range of physical activities and interests.
- Participate regularly in moderate-to-vigorous physical activities in both school and non school settings.

- Have a level of knowledge and understanding of physical movement principles and tactics that allows them to apply these concepts to their participation in more situations.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 8, students should:***

- Participate in moderate-to-vigorous physical activities on a regular basis without undue fatigue.
- Know the components of health-related fitness and how these relate to their overall fitness status.
- Participate in moderate-to-vigorous activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- Monitor their own heart rate, breathing, and recovery rate during and after strenuous physical activity.
- Assess their personal fitness status for each component and use the development of individualized physical fitness goals with little help from the teacher.
- Show progress towards knowing the concepts and theories of physical fitness (e.g., threshold, overload, specificity) and how these principles can be used to improve their level of physical fitness.

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 8, students should:***

- Understand the concept of physical activity as a component of modern culture and social life.
- Understand the role of diversity in physical activity and continue to include and support each other, respecting limitations and strengths of group members.
- Move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting on their role in physical activity settings.
- Have well-developed cooperation skills and accomplish group/team goals in both cooperative and competitive situations.
- Seek greater independence from adults and effectively work independently and in groups to complete assigned tasks.
- Make appropriate decisions to resolve conflicts arising from the influence of peers and practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

***By the end of grade 8, students should:***

- Seek physical-activity experiences for group membership and positive social interaction.
- Participate in physical activities that provide a positive outlet for competition with peers and a means of gaining respect and recognition so that they can increase self-confidence and self-esteem.
- Understand that physical activities can help them take steps toward independence.
- Recognize that challenge is found both in high levels of competition and in learning new and/or different activities.
- Experience a greater awareness of feelings toward the avenues of self-expression provided through dance, gymnastics, and other artistic sports.

## Content Analysis for Standard 1

### Grades 6-8

The content analysis for standard 1, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 1 (Grades 6-8)

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades 6-8

The content analysis for standard 2, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

***Does the curriculum include***

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, golf swing, or basketball shooting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on movement concepts, including game tactics for invasion and net activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 2 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades 6-8

The content analysis for standard 3, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### ***Standard 3: Participates regularly in physical activity***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 3 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4

### Grades 6-8

The content analysis for standard 4, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve one’s level of physical fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 4 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades 6-8

The content analysis for standard 5, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<i>Does the curriculum include</i>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 5 (Grades 6-8)

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.



## Content Analysis for Standard 6

### Grades 6-8

The content analysis for standard 6, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 6 (Grades 6-8)

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 6-8

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do in order to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

**Fully**   **Partially**   **No\***  
**2**       **1**       **0**

1. \_\_\_\_\_

☐       ☐       ☐

2. \_\_\_\_\_

☐       ☐       ☐

3. \_\_\_\_\_

☐       ☐       ☐

4. \_\_\_\_\_

☐       ☐       ☐

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

☐       ☐       ☐

### Content Analysis Score

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades 6-8

The student assessment analysis for standard 1, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing advanced forms of movement skills including nonlocomotor and manipulative, such as asking students to demonstrate striking an object with another object (e.g., striking a ball with a bat)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students skill level in the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 1 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades 6-8

The student assessment analysis for standard 2, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swings, or basketball shooting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 2 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	=	<input type="text"/>
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**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades 6-8

The student assessment analysis for standard 3, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

#### **Standard 3: Participates regularly in physical activity**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-based physical activities they participated in)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to independently self-monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Student Assessment Score for Standard 3 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	=	<input type="text"/>
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**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades 6-8

The student assessment analysis for standard 4, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students’ personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 4 (Grades 6-8)** ☐ + ☐ + ☐ =

(Add the numbers across for the total score and place score on scorecard, page 137.) **SCORE**

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5

### Grades 6-8

The student assessment analysis for standard 5, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students’ personal and social respect regarding individual differences within and outside of physical education, such as observing students’ social behavior during class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 5 (Grades 6-8)**

☐ + ☐ + ☐ =

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades 6-8

The student assessment analysis for standard 6, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 6 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.



## Template for Additional Standards for Student Assessment Analysis, Grades 6-8

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

<i>Does the curriculum include</i>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Student Assessment Analysis Score

(Add the numbers across for the total score and place score on scorecard, page 137.)

☐ + ☐ + ☐ =   
SCORE

#### \* Key for Scoring

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## **SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES**

### **Grades 6-8**

To complete the scorecard for content and student assessment analyses (grades 6-8), transfer the individual scores for each standard from the preceding pages.

<b><i>NATIONAL STANDARD</i></b>	<b><i>CONTENT ANALYSIS SCORE</i></b>	<b><i>STUDENT ASSESSMENT ANALYSIS SCORE</i></b>
<b><i>1</i></b>		
<b><i>2</i></b>		
<b><i>3</i></b>		
<b><i>4</i></b>		
<b><i>5</i></b>		
<b><i>6</i></b>		
<b><i>ADDITIONAL STANDARDS</i></b>		

*Note:* Add each of these scores to the overall PECAT scorecard on page 173.

**Grades 9-12**

## **Student Expectations at the End of Grade 12**

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

***By the end of grade 12, students should:***

- Possess motor skills and movement patterns to perform a variety of physical activities to a degree of success that makes the activities enjoyable.
- Demonstrate basic and advanced skills and tactics to participate in at least three of the following different types of movement forms: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self- defense, dance, and gymnastics.
- Demonstrate basic skills and tactics to participate in at least two other movement forms from the above list.

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

***By the end of grade 12, students should:***

- Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports.
- Use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills.
- Integrate advanced physical activities so that the ability to learn, self-assess, and improve movement skills exists independently.
- Recognize elite-level performance.

**Standard 3: The learner participates regularly in physical activity.**

***By the end of grade 12, students should:***

- Fully recognize and understand the significance of physical activity in maintaining a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle.
- Willingly participate on a regular basis in physical activities that contribute to the attainment and maintenance of personal physical activity goals.
- Make decisions about their physical activity participation and assume a role in managing their participation based on personal interests, capabilities, and resources.
- Possess adequate movement and behavioral skills that provide a basis for continued learning and regular physical activity participation.
- Independently apply appropriate training principles to their physical activity and use pertinent scientific principles to enhance their participation in a specific activity or sport.
- Demonstrate an understanding of how and why adult patterns of physical activity participation change over time.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 12, students should:***

- Assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors.
- Demonstrate responsibility for their health-related fitness status by participating on a regular basis in appropriate physical activities.
- Engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness.
- Interpret information from fitness tests and use the information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 12, students should:***

- Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting.
- Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
- Be able to respond to potentially explosive interactions with others by mediating and settling conflicts.
- Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society.
- Make enlightened personal choices for engaging in physical activity over the life span recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture.
- Develop a personal philosophy of physical activity participation that reflects personal practices in a variety of physical activity settings.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

***By the end of grade 12, students should:***

- Be more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving.
- Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and while pursuing personal goals.
- Enjoy selected activities for regular participation either alone or with friends.
- Express several reasons why participation in regularly selected activities is enjoyable and desirable.

## Content Analysis for Standard 1

### Grades 9-12

The content analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 1 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades 9-12

The content analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 2 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades 9-12

The content analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### **Standard 3: Participates regularly in physical activity**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 3 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	=	<input type="text"/>
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**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.



## Content Analysis for Standard 4

### Grades 9-12

The content analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on basic exercise physiology concepts, such as: the brain’s ability to send signals and receive them from muscles, the cardiorespiratory system’s ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 4 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades 9-12

The content analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis Score for Standard 5 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades 9-12

The content analysis for standard 6, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 6 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 9-12

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Content Analysis

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades 9-12

The student assessment analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<b><i>Does the curriculum include:</i></b>	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 1 (Grades 9-12)** ☐ + ☐ + ☐ =  **SCORE**  
(Add the numbers across for the total score and place score on scorecard, page 171.)

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades 9-12

The student assessment analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for determining students’ ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 2 (Grades 9-12)** ☐ + ☐ + ☐ =  **SCORE**  
(Add the numbers across for the total score and place score on scorecard, page 171.)

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades 9-12

The student assessment analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

#### **Standard 3: Participates regularly in physical activity**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for determining students’ ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students’ ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for determining students’ capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Student Assessment Score for Standard 3 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
SCORE

#### **\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades 9-12

The student assessment analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

#### ***Standard 4: Achieves and maintains a health-enhancing level of physical fitness***

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students’ knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students’ personal health-related fitness programs, including an analysis of their personal fitness goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 4 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.



## Student Assessment Analysis for Standard 5

### Grades 9-12

The student assessment analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an after-school walking club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students’ knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 5 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
SCORE

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades 9-12

The student assessment analysis for standard 6 grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for determining students’ understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 6 (Grades 9-12)** ☐ + ☐ + ☐ =   
(Add the numbers across for the total score and place score on scorecard, page 171.) **SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades 9-12

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

Does the curriculum include	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Student Assessment Analysis Score

(Add the numbers across for the total score and place score on scorecard, page 171.)

☐ + ☐ + ☐ =   
SCORE

#### \* Key for Scoring

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## **SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES**

### **Grades 9-12**

To complete the scorecard for Content and Student Assessment Analyses (grades 9-12), transfer the individual scores for each standard from the preceding pages.

<b><i>NATIONAL STANDARD</i></b>	<b><i>CONTENT ANALYSIS SCORE</i></b>	<b><i>STUDENT ASSESSMENT ANALYSIS SCORE</i></b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b><i>ADDITIONAL STANDARDS</i></b>		

*Note:* Add each of these scores to the overall PECAT scorecard on page 173.

## OVERALL PECAT SCORECARD

To complete the overall PECAT scorecard and examine strengths and weaknesses of a single curriculum, transfer each of the individual scores from the completed content and student assessment analyses scorecards to the corresponding location below.

	Content Analysis Score for Each Grade Level					Student Assessment Analysis Score for Each Grade Level			
STANDARD	K-2	3-5	6-8	9-12	STANDARD	K-2	3-5	6-8	9-12
Standard #1					Standard #1				
Standard #2					Standard #2				
Standard #3					Standard #3				
Standard #4					Standard #4				
Standard #5					Standard #5				
Standard #6					Standard #6				
<i>Additional Standards:</i>					<i>Additional Standards:</i>				
#1					#1				
#2					#2				
#3					#3				
#4					#4				

## PECAT MULTIPLE CURRICULA COMPARISON SCORECARD GRADES K-2

	CONTENT ANALYSIS SCORES FOR GRADES K-2					STUDENT ASSESSMENT ANALYSIS SCORES FOR GRADES K-2			
	<i>Curricula being analyzed</i>					<i>Curricula being analyzed</i>			
	Name:	Name:	Name:	Name:		Name:	Name:	Name:	Name:
<b>Standard #1</b>					<b>Standard #1</b>				
<b>Standard #2</b>					<b>Standard #2</b>				
<b>Standard #3</b>					<b>Standard #3</b>				
<b>Standard #4</b>					<b>Standard #4</b>				
<b>Standard #5</b>					<b>Standard #5</b>				
<b>Standard #6</b>					<b>Standard #6</b>				
<b><i>Additional Standards:</i></b>					<b><i>Additional Standards:</i></b>				
<b><i>#1</i></b>					<b><i>#1</i></b>				
<b><i>#2</i></b>					<b><i>#2</i></b>				
<b><i>#3</i></b>					<b><i>#3</i></b>				
<b><i>#4</i></b>					<b><i>#4</i></b>				

## PECAT CURRICULA COMPARISON SCORECARD GRADES 3-5

	CONTENT ANALYSIS SCORES FOR GRADES 3-5					STUDENT ASSESSMENT ANALYSIS SCORES FOR GRADES 3-5			
	<i>Curricula being analyzed</i>					<i>Curricula being analyzed</i>			
	Name:	Name:	Name:	Name:		Name:	Name:	Name:	Name:
<b>Standard #1</b>					<b>Standard #1</b>				
<b>Standard #2</b>					<b>Standard #2</b>				
<b>Standard #3</b>					<b>Standard #3</b>				
<b>Standard #4</b>					<b>Standard #4</b>				
<b>Standard #5</b>					<b>Standard #5</b>				
<b>Standard #6</b>					<b>Standard #6</b>				
<b><i>Additional Standards:</i></b>					<b><i>Additional Standards:</i></b>				
<b><i>#1</i></b>					<b><i>#1</i></b>				
<b><i>#2</i></b>					<b><i>#2</i></b>				
<b><i>#3</i></b>					<b><i>#3</i></b>				
<b><i>#4</i></b>					<b><i>#4</i></b>				

## PECAT CURRICULA COMPARISON SCORECARD GRADES 6-8

	CONTENT ANALYSIS SCORES FOR GRADES 6-8					STUDENT ASSESSMENT ANALYSIS SCORES FOR GRADES 6-8			
	<i>Curricula being analyzed</i>					<i>Curricula being analyzed</i>			
	Name:	Name:	Name:	Name:		Name:	Name:	Name:	Name:
Standard #1					Standard #1				
Standard #2					Standard #2				
Standard #3					Standard #3				
Standard #4					Standard #4				
Standard #5					Standard #5				
Standard #6					Standard #6				
<i>Additional Standards:</i>					<i>Additional Standards:</i>				
#1					#1				
#2					#2				
#3					#3				
#4					#4				



## PECAT CURRICULA COMPARISON SCORECARD GRADES 9-12

	CONTENT ANALYSIS SCORES FOR GRADES 9-12					STUDENT ASSESSMENT ANALYSIS SCORES FOR GRADES 9-12			
	<i>Curricula being analyzed</i>					<i>Curricula being analyzed</i>			
	Name:	Name:	Name:	Name:		Name:	Name:	Name:	Name:
<b>Standard #1</b>					<b>Standard #1</b>				
<b>Standard #2</b>					<b>Standard #2</b>				
<b>Standard #3</b>					<b>Standard #3</b>				
<b>Standard #4</b>					<b>Standard #4</b>				
<b>Standard #5</b>					<b>Standard #5</b>				
<b>Standard #6</b>					<b>Standard #6</b>				
<b><i>Additional Standards:</i></b>					<b><i>Additional Standards:</i></b>				
<b><i>#1</i></b>					<b><i>#1</i></b>				
<b><i>#2</i></b>					<b><i>#2</i></b>				
<b><i>#3</i></b>					<b><i>#3</i></b>				
<b><i>#4</i></b>					<b><i>#4</i></b>				

## Curriculum Improvement Plan

This section describes the process by which your school district, school building, or region can use the information from the PECAT to improve its locally developed, written curriculum. If users are reviewing commercially developed curriculum, the curriculum improvement plan is not applicable. There are four distinct steps to the curriculum improvement plan.

### **Step 1: Consider the PECAT Score(s)**

- ✓ First, the grade level content and student assessment scorecards and the overall PECAT scorecard should be reviewed to help determine where improvement is most needed. They also indicate whether improvement is needed in content, student assessment, or both.
- ✓ Next, a list of weaknesses should be completed by the PECAT committee. Scores of 0 on the individual questions within content and student assessment analyses are considered major weaknesses, and scores of 1 can be considered an area/component that needs improvement. Scores of 2 reflect that the curriculum includes and fully addresses the specific component being analyzed within a standard.

### **Step 2: Complete the Curriculum Improvement Plan Worksheet**

- ✓ Ideally, all areas needing improvement should be addressed within the same time frame. However, making comprehensive revisions to a curriculum within a limited time frame is not always feasible. The PECAT committee might need to establish priorities to decide which improvements to work on first. A number of variables, including resources, may need to be considered in deciding which areas to address first. The PECAT committee may determine that, whereas some areas of the curriculum are considered less important than others, they require fewer resources to address and thus are easier to address first. Use the collective judgment and knowledge of PECAT committee members to prioritize. Once the areas in need of improvement are prioritized, the committee should complete the curriculum improvement plan worksheet.

*Identified Weaknesses:* In the first column list the weaknesses, in prioritized order, that were identified within the PECAT results.

*Recommendations:* In the second column of the curriculum improvement plan worksheet, write the recommendations the committee has agreed on. An example recommendation is “adjust the curriculum content and student assessment across the K-2 grade level to fully address standard 2, component 4: specific lessons on motor learning and motor development concepts.”

*Actions:* Write a brief description of all actions needed to implement each recommendation in the third column of the curriculum improvement plan worksheet. For example, to adjust the curriculum content and student assessment across the K-2

grade level for standard 2, component 4, here is a list of example action items that might be included:

- Identify which motor learning concepts are missing.
- Select resources for assisting with developing or enhancing the missing concepts.
- Assign resources that should be reviewed to appropriate PECAT committee members.
- Discuss the resources as an entire committee to determine which resources meet local needs.
- Decide on the sequence for addressing each missing component of standard 2 for grades K-2.
- Assign subcommittees to develop curricular components for content and student assessment protocols.
- Obtain administrative approval for the newly developed content as well as student assessment protocols.
- Integrate and implement the new curricular content and student assessment protocols within the existing written curriculum.

*Responsibilities and completion dates:* Designate those responsible for leading each of the identified actions as well as other PECAT committee members who will assist in each action initiation and completion. Finally, include a target completion date for each action. These items are placed in the fourth column of the worksheet.

### ***Step 3: Implement the Curriculum Improvement Plan***

Once the plan has been approved, implement the plan and monitor progress. Successful implementation means completing all the steps by the target completion date. Some implementation steps can be handled quickly and easily by one team member, whereas others, such as gathering information or securing funding support, may require a group effort. A full discussion of project management is beyond the scope of this section, but the following are some general principles:

*Workgroups:* Form implementation workgroups so that no single person is overwhelmed with responsibility.

*Short- and long-term goals:* Most positive changes will take some time to make, yet delayed gratification can be frustrating for many volunteers. Having a mix of short (e.g., rewrite content for standard 1, grades 3-5) and long-term goals allows for early accomplishments, which can keep the team motivated while tackling the long-term goals (e.g., development of an entire series of K-12 student assessment protocols for all standards).

*Timeline:* Create a timeline of activities and set target completion dates.

*Assistance:* Ask for help when you need it. See the PECAT resources section for information on national organizations that might be of assistance. Look for help from state and local education agencies and local universities.

*Monitor and report progress:* Ongoing monitoring of activities is essential for smooth and successful implementation and to recognize both problems and special achievements. Establish a mechanism for reporting progress so that there is some level of accountability, and evaluation can be ongoing.

*Meet consistently:* Set a meeting schedule that is reasonable to keep the group moving forward without burdening schedules.

*Recognition:* Recognize those who are involved in planning and implementation. Write letters of appreciation and publicize their good work. Share progress with local school board, curriculum advisory committees, and other stakeholders.

*Resources:* Consider all resources that will be needed (e.g., stipends, release time for teachers) and advocate for or solicit them. Sources of funding and other support may be found within the school or by the local community partners.

#### ***Step 4: Reassess and Strive for Continuous Improvement***

- ✓ A curriculum should not be stagnant. National and state standards, guidelines, and best practices are regularly updated, and these revisions should be reflected in your curriculum. Consider reassessing your written curriculum every 3 to 5 years. In addition to keeping the curriculum current, this can help ensure regular visibility for the physical education program in your school. Be sure to take the time to recognize the progress of your written curriculum and the accomplishments of your program. Report annually to school administration and to your school board on progress for the year and plans for the upcoming year.

## Curriculum Improvement Plan Worksheet

Identified weaknesses within PECAT results	PECAT Committee recommendations	Necessary actions	Persons responsible and completion dates

# **Appendices**

## Example of a Completed Scoring Sheet

### Content Analysis for Standard 1 Grades K-2

The content analysis for standard 1, grades K-2, is completed by placing a check mark in either the box for “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis total score box.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No 0</b>
1. Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific introductory lessons on motor skills, such as rolling, transfer of body weight to one leg, or rhythmic movement?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons about the combination of movement and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing a ball to a moving partner)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Does the curriculum clearly indicate the grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Content Analysis Score for Standard 1 (Grades K-2)**      ④ + ② + ① = ⑥

## **National Standards for Physical Education**

*Quality physical education is driven by standards that guide physical education teachers in the process of assisting youth to become physically educated individuals. The following descriptions were taken directly from the National Standards for Physical Education (NASPE, 2004). These standards are the framework for the PECAT analyses found in the preceding sections.*

### **Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

The intent of this standard is development of the movement/physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor-skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly more complex movement environments, including the use of tactics, through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the basic skills to participate in a wide variety of leisure and work-related physical activities.

### **Standard 2: Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

The intent of this standard is to facilitate the ability of the learner to use cognitive information to understand and enhance motor-skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, the effects of anxiety on performance, and the principle of specificity of training. Knowledge of these concepts and principles and applying them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed a sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones.



### **Standard 3: Participates regularly in physical activity**

The intent of this standard is for students to establish patterns of regular participation in meaningful physical activity. The standard connects what is done in the physical education class with the lives of students outside of the classroom. While participation within the physical education class is important, what the student does outside of the physical education is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate-to-vigorous physical activity and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to promote a healthy lifestyle.

### **Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

The intent of this standard is for students to have both the ability and the willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels rather than setting a single standard for all children at a given grade level or comparing one student to another. Students progress in their ability to participate in moderate-to-vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. For elementary students, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose for rules and procedures and become involved in decision making processes to establish the rules and procedures to guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

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## Glossary

**Alignment**—Clear and direct relationship among standards, curricula, instructional materials, instructional methods, and assessments.

**Assessment**—Process of gathering evidence and documentation of a student’s learning.

**Biomechanics**—Application of scientific principles, such as force and power, in the study of human movement.

**Components**—Main elements of each national standard as determined by the *National Standards for Physical Education* book and the panel of experts that guided standards for the PECAT.

**Content standard**—What a physically educated student should know and be able to do.

**Criterion-referenced assessment**—Describes how well a student performs compared with a predetermined and specified standard of performance, as opposed to a norm-referenced assessment where a student’s performance is compared with a normative sample of other students.

**Critical features of movement**—Those elements (e.g., stepping forward on the opposite foot when throwing) of performing a skill deemed necessary for its correct execution.

**Follow-up learning experience**—The use of reviewing a concept or objective after it was initially introduced. See definitions for initial learning experience and learning experience.

**Fundamental movement skills**—Locomotor, nonlocomotor, and manipulative skills are all considered fundamental, as they form the basis of numerous forms of movement and advanced skill development. See definitions of locomotor, nonlocomotor, and manipulative.

**Initial learning experience**—The first time a movement or motor concept or skill is presented. See definitions for follow-up learning experience and learning experience.

**Learning experience**—Presentation of and subsequent participation in a movement or motor concept or skill. See definitions for follow-up learning experience and learning experience.

**Locomotor skills**—Basic motor skills involving a change of position of the feet and/or a change of direction of the body. Locomotor skills include walking, running, hopping, skipping, jumping, leaping, sliding, and galloping.

**Manipulative skills**—Basic motor skills involving handling an object. Manipulative skills include throwing, catching, kicking, trapping, and striking.

**Mature form**—The most efficient pattern of movement (e.g., for an overhand throw, stepping forward on the opposite foot, combined with hip rotation and appropriate follow-through).

**Moderate physical activity**—Intensity of physical activity that corresponds to 50-69 percent of an individual’s maximal heart rate. Examples include brisk walking and slow bike riding.

**Motor development**—The study of change in movement behaviors and motor skills across the life span.

**Motor learning**—The study of change in a person’s ability to perform a motor skill. The examination of a child’s changing ability to skip from kindergarten through sixth grade represents changes in motor learning.

**Nonlocomotor skills**—Movement of the body performed from a relatively stable base of support. Examples include bending, stretching, twisting, turning, leaning, swaying, and swinging.

**Performance assessment (of students)**—Direct observation and judgment of student products or performances. High-quality performance assessment uses pre-established performance criteria. In standards-based assessment, these criteria are taken directly from the standards.

**Performance standard**—The expected quality of student work and specifying “how good is good enough.” In the PECAT, questions in the student assessment analyses reflect necessary components of each national standard for age-appropriate assessment of student performance.

**Physical activity**—Any bodily movement that is produced by skeletal muscle and that substantially increase energy expenditure.

**Protocol (for student assessment)**—Step-by-step instructions and/or directions for how to administer a specific assessment of student performance.

**Sequence**—The vertical articulation of a curriculum; it identifies, defines, and describes the skills and activities that should be covered on a yearly basis. Appropriate sequence ensures that students will be provided with different instruction at each grade-level range, so as to build on skills in an age-appropriate fashion.

**Specialized movement forms**—The more complex skills and movements unique to individual and team sports, dance, and gymnastics activities. Examples of specialized movement forms include the overhand serve in volleyball, the underhand clear in badminton, the handstand in gymnastics, and the grapevine step in dance.

**Standards**—Statements that identify the essential knowledge, skills, and attitudes that should be taught and learned in school. See definitions for content and performance standards.

**Standards-based curriculum**—A curriculum designed to produce student understanding and work that demonstrates achievement of standards.

**Vigorous physical activity**—Intensity of physical activity that corresponds to approximately 70 percent or more of an individual’s maximal heart rate. Examples include running, aerobic dance, singles tennis, swimming laps, and competitive basketball.

## Resources

*The following resources may be helpful for designing and implementing quality K-12 physical education programs. This is not intended to be an exhaustive list.*

### Federal Government

*Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People* (1997).

Author and Publisher: Centers for Disease Control and Prevention

Cost: None

URL: [www.cdc.gov/healthyyouth/physicalactivity/guidelines](http://www.cdc.gov/healthyyouth/physicalactivity/guidelines)

*Healthy People 2010: Volume II, 2<sup>nd</sup> Edition* Chapter 22, Physical Activity and Fitness

Author and Publisher: U.S. Department of Health and Human Services

Cost: None

URL: [www.healthypeople.gov](http://www.healthypeople.gov)

*Physical Activity and Health: A Report of the Surgeon General* (1996)

Author and Publisher: U.S. Department of Health and Human Services

Cost: None for Executive Summary

URL: [www.cdc.gov/nccdphp/sgr/sgr.htm](http://www.cdc.gov/nccdphp/sgr/sgr.htm)

*School Health Index: A Self-Assessment and Planning Guide – Elementary School* (2005),  
*Middle/High School* (2005)

Author and Publisher: Centers for Disease Control and Prevention

Cost: None

URL: [www.cdc.gov/healthyyouth/shi](http://www.cdc.gov/healthyyouth/shi)

*The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity* (2001)

Author and Publisher: U.S. Department of Health and Human Services

Cost: \$5.50 or download for free

URL: [www.surgeongeneral.gov/topics/obesity](http://www.surgeongeneral.gov/topics/obesity)

Youth Risk Behavior Surveillance – United States, 2003. Citation: Centers for Disease Control and Prevention. *Surveillance Summaries*, May 21, 2004. *MMWR* 2004;53(No. SS-2).

Cost: None.

URL: [www.cdc.gov/healthyyouth/yrbs](http://www.cdc.gov/healthyyouth/yrbs)

## **General Education**

*Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning* (2001)

Authors: Carr JF, Harris DE

Publisher: Association for Supervision and Curriculum Development (ASCD)

Cost: \$24.95 (\$20.95 for ASCD members)

URL: <http://shop.ascd.org/index.cfm>

*Transforming Classroom Grading* (2000)

Author: Marzano RJ

Publisher: Association for Supervision and Curriculum Development (ASCD)

Cost: \$22.95 (\$19.95 for ASCD members)

URL: <http://shop.ascd.org/index.cfm>

## **Physical Education**

*A-Level Physical Education: The Reflective Performer*

Authors: Kirk D, Penney D, Burgess-Limerick R, Gorely T, Maynard C

Publisher: Human Kinetics

Cost: \$35.00

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0736033920](http://www.humankinetics.com/products/showproduct.cfm?isbn=0736033920)

*Appropriate Practices for Elementary School Physical Education* (2000)

*Appropriate Practices for Middle School Physical Education* (2001)

*Appropriate Practices for High School Physical Education* (2004)

Author and Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$7/booklet

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

Assessment Series Introduction

*Standards-Based Assessment of Student Learning: A Comprehensive Approach* (1999)

Author: Lambert LT

Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$13/book

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

## **Physical Education Assessment Series:**

*Assessing and Improving Fitness in Elementary Physical Education* (1999)

Author: Holt-Hale SA

*Assessing Heart Rate in Physical Education* (2002)

Author: Buck M

*Physical Education Curriculum Analysis Tool (PECAT)*

*Assessing Motor Skills in Elementary Physical Education* (1999)

Author: Holt-Hale SA

*Assessing Student Responsibility and Teamwork* (2000)

Authors: O'Sullivan M, Henninger M

*Assessing Concepts: Secondary Biomechanics* (2004)

Author: Mohnson B

*Assessing Dance in Elementary Physical Education* (2005)

Authors: Cone TP, Cone S

*Assessment of Swimming in Physical Education* (2005)

Author: Grosse SJ

*Assessment in Games Teaching* (1999)

Authors: Mitchell S, Oslin J

*Authentic Assessment of Physical Activity for High School Students* (2002)

Authors: Doolittle S, Fay T

*Creating Rubrics for Physical Education* (2000)

Author: Lund JL

*Elementary Heart Health: Lessons and Assessment* (2001)

Author: Baker D

*Portfolio Assessment for K-12 Physical Education* (2000)

Author: Melograno VJ

*Assessment in Outdoor Adventure Physical Education* (2003)

Authors: Steffen J, Grosse SJ

*Assessing Student Outcomes in Sport Education* (2003)

Authors: Townsend JS, Mohr DJ, Rairigh RM, and Bulger SM

*Video Tools for Teaching Motor Skills Assessment* (2002)

Author: Ignico AA

Publisher of the assessment series: National Association for Sport and Physical Education (NASPE)

Cost: \$13/book

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

*Physical Education Curriculum Analysis Tool (PECAT)*

*Assessment Strategies for Elementary Physical Education* (2000)

Author: Schiemer S

Publisher: Human Kinetics

Cost: \$24

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0880115696](http://www.humankinetics.com/products/showproduct.cfm?isbn=0880115696)

*Children Moving: A Reflective Approach to Teaching Physical Education*, (2004)

Authors: Graham GM, Holt-Hale SA, Parker M

Publisher: McGraw-Hill

Cost: \$104.38

URL: <http://books.mcgraw-hill.com/>

*Concepts and Principles of Physical Education: What Every Student Needs to Know*,  
2<sup>nd</sup> Edition (2003)

Author: Mohnsen B

Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$59.00

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

*Designing the Physical Education Curriculum*, 3<sup>rd</sup> Edition (1996)

Author: Melograno V

Publisher: Human Kinetics

Cost: \$39

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0873225252](http://www.humankinetics.com/products/showproduct.cfm?isbn=0873225252)

*Fit, Healthy, and Ready to Learn: A School Health Policy Guide* (2000)

Author: Bogden JF

Publisher: National Association of State Boards of Education (NASBE)

Cost: \$22

URL: [www.nasbe.org](http://www.nasbe.org)

*Instructional Strategies for Secondary School Physical Education*, 5<sup>th</sup> Edition (2001)

Authors: Harrison JM, Buck MM, Blakemore CJ

Publisher: McGraw-Hill

Cost: \$102.81

URL: <http://books.mcgraw-hill.com>

*Moving Into the Future: National Standards for Physical Education*, 2<sup>nd</sup> Edition (2004)

Author and Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$28

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)



*Physical Education Curriculum Analysis Tool (PECAT)*

*National Standards for Beginning Physical Education Teachers, 2<sup>nd</sup> Edition* (2003)

Author and Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$28

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

*Opportunity to Learn Standards for Elementary School Physical Education* (2000), *Middle School Physical Education* (2004), and *High School Physical Education* (2004)

Author and Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$7

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

*Performance-Based Assessment for Middle and High School Physical Education* (2002)

Authors: Lund JL, Kirk MF

Publisher: Human Kinetics

Cost: \$29

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0736032703](http://www.humankinetics.com/products/showproduct.cfm?isbn=0736032703)

*Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide, 2<sup>nd</sup> edition* (2005)

Author: National Association for Sport and Physical Education (NASPE)

Publisher: Human Kinetics

Cost: \$39

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0880119837](http://www.humankinetics.com/products/showproduct.cfm?isbn=0880119837)

*Physical Education Program Improvement and Self-Study Guide – Middle School* (1998),  
*High School* (1998)

Author and Publisher: National Association for Sport and Physical Education (NASPE)

Cost: \$7

URL: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

*Senior Physical Education: An Integrated Approach* (1999)

Authors: Kirk D, Burgess-Limerick R, Kiss M, Lahey J, Penney D

Publisher: Human Kinetics

Cost: \$31.00

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0880117885](http://www.humankinetics.com/products/showproduct.cfm?isbn=0880117885)

*Standards-Based Physical Education Curriculum Development* (2005)

Authors: Lund JL, Tannehill D

Publisher: Jones and Bartlett

Cost: \$53.95

URL: [www.jbpub.com/catalog/0763747165/](http://www.jbpub.com/catalog/0763747165/)

*Physical Education Curriculum Analysis Tool (PECAT)*

*Teaching Children Physical Education: Becoming a Master Teacher, 2<sup>nd</sup> Edition* (2001)

Author: Graham GM.

Publisher: Human Kinetics

Cost: \$34

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0736033351](http://www.humankinetics.com/products/showproduct.cfm?isbn=0736033351)

*Teaching Middle School Physical Education: A Blueprint for Developing an Exemplary Program, 2<sup>nd</sup> Edition* (2003)

Author: Mohnsen B

Publisher: Human Kinetics

Cost: \$35

URL: [www.humankinetics.com/products/showproduct.cfm?isbn=0736043810](http://www.humankinetics.com/products/showproduct.cfm?isbn=0736043810)

*Teaching Physical Education for Learning, 4<sup>th</sup> Edition* (2002)

Author: Rink J

Publisher: McGraw-Hill

Cost: \$66.56

URL: <http://books.mcgraw-hill.com>